

4 month reporting date 4/23/06 received 5/31/06
8 month reporting date 8/23/06
12 month completion date 12/23/06

Eureka School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle 3: – Appropriate Evaluation

Present levels: ARSD 24:05:27:13.02. Transition services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

In the four files of students who were of transition age, a transition evaluation that addressed all areas of transition was not completed, there was not a coordinated set of activities toward the areas of interest, and the course of study was not completed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Eureka School District must conduct a transition evaluation that addressed all areas of transition, that is a coordinated set of activities toward the areas of interest, including the course of study.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students in need of transition services will have a coordinated set of activities which address the individual student's needs on the IEP.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? Transition liaison from TSLP will meet with appropriate special education staff to receive technical assistance on developing transition plans that are a coordinated set of activities.</p> <p>What data will be given to SEP to verify this objective? Eureka School District will submit to SEP who conducted the technical assistance, the date of the meetings, which staff attended and summary of outcome(s).</p>	<p>5/22/06</p> <p>Cindy Kirschman TSLP Liaison Judy Schnabel HS Resource Teacher 5/22/06</p>	<p>JH/HS SpEd Staff and TSLP Liaison</p>	<p>(completed by SEP)</p> <p>MET 5.31.06</p>
Please explain the data (4 month) Cindy and Judy reviewed the files of transition students			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The agency will ensure students in need of transition services have a coordinated set of activities which address the individual student's area of interest, including the course of study.</p> <p>What data will be given to SEP to verify this objective? The agency will submit the number of students in need of a transition plan and of those in need of a transition how many had a coordinated set of activities which addressed the individual student's areas of interest, including the course of study.</p>	<p>5/22/06</p> <p>3 students in need of transitions; all had set of coordinated activities.</p>	<p>JH/HS SpEd Staff and TSLP Liaison</p>	<p>MET 5.31.06</p>
Please explain the data (4 month) Cindy and Judy reviewed files; 3 of 3 students had coordinated activities3			
Please explain the data (8 month)			

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Please explain the data (12 month)

3. What will the district do to improve? Staff members will attend workshops, classes, or state meetings to help improve their program.

What data will be given to SEP to verify this objective? Eureka School District will submit to SEP the names of staff who attended workshops, classes, or state meetings; where and who presented the meetings.

**3/8/06
Kelly
Odenbach,
Kim
Gruebele,
Judy
Schnabel –
Chamberlain
Connecting
IEP's to
State
Standards
Presenter –
Carol B.
Massanari**

**Classes over
DDN (2hr.
sessions)
Feb. 9, 23;
Mar. 9,23;
April 6;
March 25 –
(8hr.
session)
Kelly
Odenbach,
Judy
Schnabel**

**Eureka SpEd.
Staff and
Special Ed.
Director.**

MET 5.31.06

Please explain the data (4 month) Different speakers covering areas of Special Education

Please explain the data (8 month)

Please explain the data (12 month)

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Principle 4: – Procedural Safeguards

Present levels: ARSD 24:05:30:15 Surrogate parent

Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of the child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district shall ensure that the person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has the knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents. A person assigned to be a surrogate parent may not be an employee of a public agency that is involved in the education or care of the child.

Through interviews and file reviews, the monitoring team decided that the district has not trained or certified surrogate parents and does not have a list of individuals who may serve as surrogate parents.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Eureka School District will have trained or certified surrogate parents and a list of individuals who may serve as surrogate parents.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) A list of trained or certified surrogate parents will be on file with Eureka School Special Ed. Director.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The school will find individuals who would be interested in being a surrogate parent and compile a list of these individuals. What data will be given to SEP to verify this objective? The school district will send the list of trained surrogate parents to SEP.	Jim and Jean Mulder – Eureka, SD	Eureka SpEd. Staff and Special Ed. Director	(completed by SEP) MET 5.31.06

Please explain the data (4 month) They have been trained to be surrogate parents

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Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? Eureka School will hold inservice training for interested individuals to train them in being a surrogate parent.</p> <p>What data will be given to SEP to verify this objective? Eureka School District will submit to SEP who conducted the inservice, the date of the meetings, list of people in attendance and summary of outcome.</p>	<p>11/29/05</p> <p>Cheryl Berndt-Biel, Oahe Coop. Preschool Coordinator;</p> <p>Kim Gruebele, Speech;</p> <p>Peggy Petersen, SpEd. Dir./Supt.;</p> <p>Cindy Hettinger, Preschool Teacher;</p> <p>Jean Mulder</p>	<p>Eureka SpEd. Staff and Special Ed. Director.</p>	<p>MET 5.31.06</p>
Please explain the data (4 month) Cheryl reviewed rights and procedures with Jean Mulder, who agreed to be a surrogate parent			
Please explain the data (8 month)			
Please explain the data (12 month)			

<p>Principle 5:— Individualized Education Program</p>
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Present levels: ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include a statement of measurable annual goals, including benchmarks or short-term objectives.

Based on interviews with school personnel and file reviews, the review team determined that Eureka School District's IEPs did not always contain measurable short-term objectives that include the conditions, performance and criteria, and that IEPs need to consistently contain skill based, measurable/observable annual goals. In five out of eleven files reviewed this was not the case.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. IEPs will consistently contain skill based, measurable/observable annual goals that are linked to the functional evaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) IEP's will consistently contain skill based, measurable/observable annual goals that are linked to the functional evaluation and included in the PLOP for all students served.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

1. What will the district do to improve? The Eureka School will ensure students in need of services have consistent skill based, measurable/observable goals that are linked to their functional assessments.

What data will be given to SEP to verify this objective? The Eureka School District will insure that 100% of all files of students of transition age will have the needed content (e.g. have consistent skill based, measurable/observable goals that are linked to their functional assessments). The total number of files and the percentage correct will be submitted by Special Education Director by the end of the 2nd reporting period (8 months).

Timeline for Completion

**SpEd.
Director will
submit
percentage
correct by
August 24,
2006**

**Person(s)
Responsible**

**JH/HS SpEd.
Staff and
Special Ed.
Director.**

Record Date Objective was Completed

(completed by SEP)
NOT MET 5.31.06

Please explain the data (4 month) All IEP meetings had not been completed as of this date.

Please explain the data (8 month)

4 month reporting date 4/23/06 received 5/31/06

8 month reporting date 8/23/06

12 month completion date 12/23/06

Please explain the data (12 month)

2. What will the district do to improve? Staff members will attend workshops, classes or state meetings to improve their program.

What data will be given to SEP to verify this objective? Eureka School District will submit to SEP the names of staff attending workshops, classes, or state meetings; date, location and presenters.

**3/8/06
Kelly
Odenbach,
Kim
Gruebele,
Judy
Schnabel –
Chamberlain
Connecting
IEP's to
State
Standards,
Presenter –
Carol B.
Massanari**

MET 5.31.06

Please explain the data (4 month) Different speakers covering areas of Special Education. Classes over DDN (2hr. sessions) Feb. 9, 23; Mar. 9, 23; April 6; March 25 – (8Hr. session) Kelly Odenbach, Judy Schnabel

Please explain the data (8 month)

Please explain the data (12 month)

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Principle 5:– Individualized Education Program

Present levels: ARSD 24:05:27:13.02. Transition services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

In the four files of students who were of transition age, a transition evaluation that addressed all areas of transition was not completed, there was not a coordinated set of activities based on the individual student's needs, taking into account the student's preferences and interests, and did not include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation in all areas.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Eureka School District will insure a comprehensive transition evaluation will be completed on all eligible students of transition age (students 16 and older).

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Transition assessments, recommended by Transition Services Liaison Project , will be completed on all students prior to them reaching 16 years of age.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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8 month reporting date 8/23/06

12 month completion date 12/23/06

<p>1. What will the district do to improve? The agency will ensure students in need of transition services will be administered a transition assessment. The ESTR transition evaluation tool has been ordered and received at Eureka School.</p> <p>What data will be given to SEP to verify this objective? The Eureka School District will submit the number of students in need of a transition assessment and the number of students that have had completed transition assessments given.</p>	<p>3 students in need of transition</p>	<p>JH/HS SpEd. Staff, Special Ed. Director and TSLP.</p>	<p>(completed by SEP)</p> <p>MET 5.31.06</p>
<p>Please explain the data (4 month) ESTR – J given to 1 student turning 15 in June, 2006 and entering freshman year fall of 2006; 2 students given assessments from tackle box previously.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			